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ABSTRACT

This booklet describes various components of the America Reads Challenge program, which will mobilize AmeriCorps members, skilled reading specialists, and trained volunteer reading tutors to ensure that every student can read independently and well by the end of third grade. The booklet begins with advice on how to get involved right now and provides the names and addresses of 20 organizations linked to the America Reads Challenge. It then describes several strategies that are essential for helping children learn to read and that are incorporated into the America Reads Challenge, including creating more after school, weekend and summer learning opportunities; strengthening parent involvement; promoting greater public awareness and local partnership building; and supporting research and evaluation. The booklet then describes the legislation establishing the America Reads Challenge, and a series of 26 questions and answers regarding the program. The booklet concludes with a discussion of federal work-study and the America Reads Challenge as it is implemented at San Francisco State University. A list of colleges committed to the America Reads Challenge is attached. (RS)

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ED 411 504

AmericaReads CHALLENGE

How to Get Involved

The Initiative

The Legislation

Questions & Answers

Federal Work-Study Packet

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As of May 14, 1997

PRESIDENT CLINTON'S AMERICA READS CHALLENGE ACT OF 1997

ON APRIL 26, PRESIDENT CLINTON SENT LEGISLATION TO CONGRESS TO HELP BUILD A NATION OF READERS – THE AMERICA READS CHALLENGE ACT. The America Reads Challenge Act will help mobilize AmeriCorps members, skilled reading specialists, and trained volunteer reading tutors to ensure that every student can read independently and well by the end of 3rd grade. The Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. The America Reads Challenge Act is a five-year, $2.75 billion commitment to local communities and organizations, as well as national and regional efforts. It includes:

✓ **America's Reading Corps.** The Act would fund 25,000 reading specialists and tutor coordinators, including 11,000 AmeriCorps members, to mobilize volunteer reading tutors. By the year 2002, it is expected that at least one million volunteer reading tutors will be working with children.

- Coordinating with the in-school reading program, tutors will provide individualized after-school, weekend, and summer reading tutoring for children in grades K-3 who need the extra help.
- AmeriCorps members and others will work to recruit these tutors, and reading specialists will provide their training and supervision.

✓ **Parents as First Teachers Challenge Grants.** The legislation also recognizes that, as their children's first teachers, parents can give their children the firm foundation they need to do well in school. These Challenge Grants would provide more than $300 million over five years to foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade.

- **Head Start and Title I/Even Start.** These grants will build on other commitments to early learning in the President's balanced budget plan. This includes an expansion of the Head Start program reaching one million 3- and 4-year olds and additional investments in Title I/Even Start to strengthen reading instruction during the regular school day, as well as family literacy efforts.

THE PRESIDENT'S LEGISLATION ADDRESSES CHILDREN'S READING NEEDS. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. While American students today generally read as well as ever, 40% of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. According to studies, however, well-designed tutoring programs that supplement in-class reading instruction result in student gains in reading.

PRESIDENT CLINTON IS ISSUING THE AMERICA READS CHALLENGE TO ALL AMERICANS – AND THEY ARE RESPONDING. The America Reads Challenge asks every American to help in this effort, building on the work being done by classroom teachers, librarians, tutors, and reading specialists.

- **Encouraging Involvement.** The America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.
- **Federal Work Study Expansion.** President Clinton has asked college presidents to allocate half of all their new work-study slots to college students who become America Reads tutors. The goal is to give 100,000 federal work study students the opportunity to help children learn to read better. As of May 15, 178 colleges have pledged thousands of students to tutor in elementary schools.

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HOW TO GET INVOLVED IN THE AMERICA READS CHALLENGE

How Can I Get Involved Right Now?

There is a role for everyone who wants to get involved NOW in the *America Reads Challenge:*

Instill a love of reading in your child. Learning begins at home--parents are their child's first teacher. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading.

Call a local school or literacy organization and volunteer! Many community and civic groups already sponsor tutoring programs and can always use extra volunteers. A resource list of organizations providing reading partners is provided below.

Call 1-800-USA-LEARN and ask to be involved in this summer's READ*WRITE*NOW! initiative. More than 50 organizations sponsored this summer reading challenge that reached one million children in the summer of 1996. Reading partners pledge to read and write with a child for 30 to 60 minutes, at least once or twice a week. The child pledges to read 30 minutes a day, five days a week, and learn a new vocabulary word a day. As part of the America Reads Challenge, the Read*Write*Now! effort will try to reach 50% more children in the summer of 1997.

Call the college or university nearest you, or your alma mater, to see if they have joined the America Reads Challenge. The best office to begin with may be the Financial Aid Offices.

Stay aware of what's going on with the proposed *America Reads Challenge.* If you would like updates on what's going on in reading, please call 1-800-USA-LEARN and ask for the Department's READWATCH flash fax.

How Can My School or Organization Link to Reading Partners Across America?

The following organizations are working to provide learning partners to help children improve their reading and writing skills:

American Library Association
50 East Huron Street
Chicago, IL 60611 -Tel. #312/280-2162

Boys and Girls Clubs of America
1230 West Peachtree Street NW
Atlanta, GA 30309 -Tel. #404/815-5765

Girl Scouts of the USA
420 Fifth Avenue, 15th Floor
New York, NY 10018 -Tel. #212/852-8000

Reading Is Fundamental (RIF)
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024 -Tel. #202/287-3220

First Book
1319 F Street, NW, Suite 500
Washington, DC 20004
Tel. #202/393-1222

B'nai B'rith Youth Organization
1640 Rhode Island Avenue, NW
Washington, DC 20036 -Tel. #202/857-6633

Everybody Wins! Foundation
165 East 56th Street
New York, NY 10022 -Tel. #212/832-3180

Phi Beta Sigma Fraternity
145 Kennedy Street, NW
Washington, DC 20011 -Tel. #202/726-5424

Book PALS
(Performing Artists for Literacy in Schools)
Kim or David Starzyk -Tel. #213/549-6709

Hadassah
50 West 58th Street
New York, NY 10019
Tel. #212/303-8042; Contact: Carole Curtis

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How Can I Obtain Reading Resources Now?

A variety of helpful reading related publications are available on the Internet from the U.S. Department of Education's web site,<http://www.ed.gov>. These resources include activities for reading and writing with children, tips on how to start a tutoring program, and a directory of organizations involved in literacy. **In addition, reading related information and materials are available by calling 1-800-USA-LEARN (1-800-872-5327).**

What Are Other Organizations That Can Serve As Literacy Resources?

Organizations having services that can be useful to your literacy efforts include:

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
Tel. #302/731-1600 ext. 293

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
Tel. #412/341-1515

Parents as Teachers National Centers
10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
Tel. #314/432-4330

Pizza Hut's Book It! Program
9111 East Douglas
Wichita, KS 67201

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202-4251
Tel. #502/584-1133

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
Tel. #1-800-94-ACORPS

HIPPY USA
Teachers College Columbia University
Box 113
525 West 120th Street
New York, NY 10027
Tel. #212/678-3500

Books and Beyond
309 North Rios
Solano Beach, CA 92075
Tel. #619/755-3823

Extra help in reading during the school day--Title I and Even Start
Contact your State Department of Education, or the U.S. Department of Education 202-260-0826.

Extra help for students with disabilities --Special Education
Contact your State Department of Education, or the Office of Special Education at the U.S. Department of Education, 202-205-5507.

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THE AMERICA READS CHALLENGE: THE INITIATIVE

American students are competitive on international comparisons when it comes to literacy, but too many young people are struggling through school because they have not mastered essential and basic reading skills. Research demonstrates that if students cannot read well by the end of third grade, their chances for success are significantly diminished, and they have a greater likelihood of dropping out or engaging in escalating delinquent behaviors. In 1994, 40 percent of America's fourth graders failed to attain the basic level of reading on the National Assessment of Educational Progress. In response, the President announced the Administration's commitment to mobilizing public and private resources to help all our children to read well.

The America Reads Challenge asks every American to identify what role he or she can play -- professionally and personally -- to help all of our children to read independently and well by the end of third grade. While remaining sensitive to the unique learning needs of each child, we must work hard to instill in each of them, and in ourselves, high expectations for their reading skills.

Study after study finds that sustained individualized attention and tutoring after school and over the summer, when combined with parental involvement and quality school instruction, can raise reading levels. Teachers, principals, and librarians play a key role by strengthening reading in school and extending learning through after-school, summer, and weekend programs. Parents and other concerned individuals in local communities, including the private sector, are equally valuable as tutors, mentors and reading partners. Engaging parents, educators, and the broader public to address this reading challenge together is the first step.

Several strategies are essential for helping our children learn to read:

Create More After School, Weekend and Summer Learning Opportunities To Supplement Classroom Instruction in Reading

Even when students receive the very best in-class instruction, some will always need extra time and assistance to meet the high levels of reading skills needed in school, in the workplace, and throughout life. The fundamental purpose of the America Reads Challenge is to enable parents and educators to complement and expand existing successful literacy efforts to help many more children increase their skills and achievement levels, and to provide children who need additional help in reading with extended learning time.

Research demonstrates that tutoring increases a child's reading achievement, confidence and motivation, in addition to a sense of control over his or her reading ability. Tutors -- whether they are volunteers, peers, cross-age tutors or professionals -- produce positive results.

The America Reads Challenge will build on, expand and initiate thousands of local efforts to

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improve reading. It will also build upon nationwide efforts such as:

- **Read!Write!Now!**: With 50 reading and literacy groups, the Department of Education designed this summer program in 1994 to help fight the "summer reading drop off." The program encourages children to read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new vocabulary word a day. Local libraries, Title I schools and youth groups such as the Girl Scouts and Boys and Girls Club of America will help sponsor sites for this summer program -- expected to reach 1.5 million children.

- **Corporation for National Service:** National service grant programs that engage volunteer tutors in literacy efforts are working in hundreds of communities nationwide. This focus will continue to increase as all branches of national service -- AmeriCorps, Learn and Serve America and the Senior Corps -- make childhood literacy a higher priority in their grant process.

- **Federal Work Study (FWS):** Colleges and universities throughout the nation will receive a 35 percent increase in Federal Work-Study funding beginning in July of 1997. President Clinton has challenged all colleges and universities to join The Honor Roll, by pledging 50 percent of their FWS increase for tutoring pre-school through elementary school children in reading. In exchange, Secretary Riley will waive the requirement for these colleges to match 25 percent of the funds for FWS students who serve as reading tutors. The goal is to enlist at least 100,000 college students to help with reading.

- **America Reads Challenge Legislation:** The Administration is proposing legislation that will launch the first nationwide effort to supplement classroom instruction in reading with high-quality volunteer tutoring, primarily after school and during summers. If enacted, the proposal would fund the start up or expansion of community partnerships among schools, libraries, community organizations, businesses, youth-serving groups and local literacy projects, among others, working to help children with reading. In addition, the legislation would create Parents as First Teachers grants to support programs that underscore the importance of parents staying involved in their children's lives as they make the transition into their school years.

Strengthen Parent Involvement and Our Nation's Investment in the Early Childhood Years, So That Our Children Develop Readiness Skills for Learning to Read by the Time They Enter School

Parents are their child's first and most important teachers beginning at birth. Every parent and caregiver can participate in simple daily activities with their babies and toddlers to teach them about language and to prepare them better to learn to read. Research shows that parents and

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caregivers can engage in exercises to foster development of the necessary skills in their child, and parents and caregivers can work together to ensure that each child has the proper foundation for reading skills. Many local parent and community efforts across the country give examples of how successful parent and caregiver programs can be developed; however, there is far more need than programs currently available. The America Reads Challenge seeks to reinforce the importance of skill-building activities for children beginning at birth, and of programs that encourage and support parent involvement in these activities.

Early childhood researchers, along with the Department of Education, the Department of Health and Human Services and the Corporation for National Service, have developed a kit called Ready*Set*Read that summarize ideas for parents and caregivers to help their young children develop and improve their language skills. The kit includes an activities booklet, a calendar of suggested daily activities, and a growth chart that identifies language skills many children can perform during each growth period.

Furthermore, a number of existing Federal resources and programs already delivering services to families with young children or involved in parent education and skills training can be strengthened in order to educate better and assist families with early childhood development and early literacy skills. For example:

- **Head Start Expansion:** One million 3- and 4-year olds will be reached through the expansion of Head Start programs, already a part of President Clinton's balanced budget.

- **Even Start Expansion:** Additional investments are included in President Clinton's balanced budget plan to expand and strengthen family literacy efforts.

In addition, **Parents As First Teachers Grants** would support efforts that help parents who want to be active partners with their children as they transition into school, and throughout their education experience.

Bring Best Practices Into the School and Classroom

Teacher Preparation: Teachers often report they would like to be better prepared to teach reading in the classroom, and that they would like additional support and training from reading experts and professional development programs throughout their careers. Working with exemplary teachers and successful local reading programs, the Department of Education will identify examples to improve teacher development in reading instruction for experienced and beginning teachers.

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Principal Leadership: In addition to teachers, principals are critical leaders in our schools and in our efforts to meet our children's education needs. While principals are often leaders in community efforts, many have expressed a desire for additional leadership training and development to prepare them better to work with communities to link reading efforts outside of school with in-class instruction. America Reads will participate in efforts with the Department of Education and principals around the country to support efforts to expand principal leadership training.

Strengthening of Title I: Additional investments are included in President Clinton's balanced budget plan to expand efforts to strengthen reading instruction during the regular school day.

Highlight Successful Reading Programs: As a part of this effort to bring best practices into our schools, strong reading programs will be identified based on current research and the findings will be disseminated. Three areas of particular focus will be children in poverty served by Title I, children with disabilities served by the Individuals with Disabilities Education Act, and children who speak English as a second language.

Promote Greater Public Awareness and Local Partnership Building

The America Reads Challenge will encourage states and communities to form literacy partnerships among schools, libraries, youth-serving groups, businesses, public and private agencies and other community organizations, and to build on them where they already exist.

America Reads will use all available resources to raise awareness about what each of us can do to help our children learn to read well and independently by the end of third grade, beginning at birth.

Support Research and Evaluation

America Reads will continue to support research and evaluation in a range of critical areas related to reading and early childhood development. Dissemination of up-to-date research findings to a wide audience remains a priority. Research findings by the National Institute on Child Health and Human Development, for example, have been incorporated into materials used to improve reading for children with reading problems. Research on after-school tutoring and successful in-school instruction in reading for the U.S. Department of Education are being used in the America Reads Challenge. In addition, the National Academy of Sciences/National Research Council report on prevention of reading difficulties in children will be completed by mid-November 1997.

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AMERICA READS CHALLENGE: THE LEGISLATION

BACKGROUND

While American students today generally read as well as ever, 40 percent of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. As teachers, schools, librarians, and principals work to strengthen in-school reading programs, all caring Americans can also play a role in helping young children learn to read.

When asked what was needed most to provide extra help to children who needed it, teachers, principals, librarians, parent groups, businesses, education and literacy groups, and community organizations said locally based coalitions could mobilize high-quality volunteer tutors to extend the learning time of children who need help in reading. In particular, they said they need trained reading specialists and tutor coordinators to help their schools and communities match tutors with children, and to provide training to tutors. Also, many parents want ideas and tips on how to help their children develop language and reading skills beginning at birth.

The America Reads Challenge legislation sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. Working with teachers and parents, this unprecedented initiative calls on all Americans in all fields -- schools, libraries, religious organizations, universities, the media, community and national groups, and cultural organizations, as well as college students, business leaders, and senior citizens -- to ensure that every American child can read well and independently by the end of third grade. The America Reads Challenge would mobilize tutors, reading coordinators, and experts in communities and states to assist existing literacy efforts, or to aid in the development of new reading partnerships to help our nation's children to read. It links parents, teachers, AmeriCorps members, trained reading professionals, and volunteer tutors to school, library, and community literacy efforts.

PROVISIONS OF THE LEGISLATION

1. America's Reading Corps: The America Reads Challenge would build on groundwork being laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The Reading Corps grant is the heart of the legislation and would fund 25,000 reading specialists and tutor coordinators -- including 11,000 AmeriCorps members -- over five years. Tutor coordinators would help recruit volunteer reading tutors to be trained by the reading specialists. By 2002, it is expected that one million volunteer reading tutors will be working with children who need the additional help.

The nearly $1.5 billion in new education investments from the proposed legislation would supplement classroom reading instruction by enabling local reading partnerships to hire qualified professionals, such as a reading specialist or teacher, to train tutors and connect the school's reading program with the tutoring. By the fifth year of the program, it is expected that the tutors, coordinating with the classroom reading program, would be providing individual after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who want and need the extra help. This effort would help link the reading program, teacher, school, child, and family.

The America Reads Challenge would also take advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout the United States. An additional $1 billion from proposed increases in appropriations for the Corporation for National Service would help local reading programs recruit and organize volunteer tutors.

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A local reading partnership would include at least two agencies or organizations -- one of which must be a public school or a school district. The other could be a library, literacy group, museum, business, or youth-serving group, among others. The legislation requires that:

- Each local reading program use qualified and trained individuals;
- Each local reading program serve an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
- Each local reading program build on and support in-school reading programs;
- Each local reading program make parental involvement and support a high priority, and be coordinated with early childhood and family literacy programs, such as Even Start and Head Start; and
- States demonstrate that all programs funded with the grant would reach children in the greatest need of assistance; use effective practices that show the most promise in helping all children -- including children with limited English proficiency and children with disabilities; and a clear strategy for coalition building.

Seventy percent of the State-grant money would be allocated to the states according to the Title I formula, and 30 percent will be awarded competitively based on the quality of state plans. States would distribute the funds to local applicants.

2. Parents as First Teachers Challenge Grants: The second part of the legislation recognizes that as their children's first teachers, parents can give their children the firm foundation they need to do well in school by, for example, reading to their children 30 minutes each day from infancy onward, talking with their children, or getting their children library cards and accompanying them to the library regularly.

The Parents as First Teachers Challenge Grants would provide $300 million over five years to foster effective programs to help parents help their children become successful readers by the end of third grade. The bulk of this money will be awarded to local communities and organizations, with some available for national and regional groups.

Applicants for the Parents as First Teachers Grants must have a demonstrated record of working with parents in improving the reading skills of their young children, or must be planning to use a model that has been demonstrated to be effective. Grantees must strive to collaborate and form partnerships with other programs that provide support for parents, such as adult education and Even Start, and must include two or more groups.

3. Effective Models and Exemplary Partnerships: The Secretary of the U.S. Department of Education and the Chief Executive Officer of the Corporation for National Service would award $500 million over five years to support effective models and partnerships which local communities and States can adapt. The purpose of these grants is to ensure that local communities have up-to-date information about what is working to help our children read -- including activities that assist parents working with their children beginning at birth. National organizations, as well as local and regional partnerships would be eligible for this funding.

4. Research and Evaluation: The legislation would allocate funds to evaluate programs, disseminate information about best practices, and provide technical assistance to local programs.

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THE AMERICA READS CHALLENGE LEGISLATION QUESTIONS & ANSWERS

General Information/Background

1. Why do we need a reading initiative?

America does well on international comparisons when it comes to literacy. But too many young people are struggling through school without having mastered the most essential and basic skill of reading. In 1994, 40% of 4th grade students failed to attain the basic level of reading on the National Assessment of Educational Progress. [Source: NAEP 1994 Reading Report Card for the Nation and the States] A focus on reading can reduce the number of children in special education (many of whom have reading difficulties) and provide critical additional help for the 2.8 million limited English proficient students. Reading forms the strong foundation needed for school learning, self-sufficiency, responsible citizenship, and productive employment. Students who fail to read well by 4th grade often have a greater likelihood of dropping out and a lifetime of diminished success.

The fundamental purpose of the America Reads Challenge is to enable parents and educators to complement and expand existing successful literacy efforts to help many more children increase their skills and achievement levels, and to provide children who need additional help in reading with extended learning time.

2. What is the goal of the America Reads Challenge?

The goal of the America Reads Challenge initiative is to mobilize all Americans to ensure that all children can read well and independently by the end of third grade. The America Reads Challenge legislative proposal specifically would build on groundwork laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring. The proposal seeks to encourage family and community involvement in the education of America's children by linking AmeriCorps members, trained and qualified reading professionals, and volunteer tutors to community and school-based literacy efforts.

(The Senate bill number is S.664; the House bill number is 1516.)

3. How will the America Reads Challenge legislative program be structured?

America's Reading Corps is the heart of the initiative. The Reading Corps grant would fund 25,000 reading specialists and tutor coordinators -- including 11,000 AmeriCorps members -- over five years. The tutor coordinators would help recruit one million volunteer reading tutors, to be trained by the reading specialists. The Reading Corps funding would enable local reading partnerships to hire qualified professionals to train tutors and connect the school's reading program with the tutoring.

Parents as First Teachers Challenge Grants is another key component of the initiative. These challenge grants would provide $300 million over five years to foster effective programs

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providing assistance to parents to help their children become successful readers by the end of 3rd grade. The bulk of this money will be awarded to local communities and organizations, with some available for national and regional groups. Both Reading Corps and Parents as First Teacher Grants would be jointly administered by the U.S. Department of Education and the Corporation for National Service, in consultation with the Secretary of Health and Human Services.

The broad America Reads Challenge initiative also calls for the expansion of Head Start to reach one million 3- and 4-year-olds; the strengthening and expansion of Title I and Even Start Programs to enhance teaching and learning during the school day, as well as family literacy efforts; and finally, challenging the private sector and community groups to work with schools and libraries.

4. What is the role of the Corporation for National Service in The America Reads Challenge legislation?

The Corporation for National Service would help local reading programs recruit and organize tutors. The tutors, coordinating with the in-school reading program, would provide individualized after-school, weekend, and summer reading tutoring for approximately 3 million children a year in grades K-3 who want and need the extra help. We expect these tutors to help link the reading program, teacher, school, child, and family.

The America Reads Challenge legislation would build on the strong track record of national service in tutoring and literacy. More than half the 25,000 AmeriCorps members now serving work with children and youth by tutoring, mentoring, and running after-school and summer programs. Learn and Serve programs mobilize hundreds of thousands of K-12 and college students in service projects; many tutor younger children. The Senior Corps, RSVP volunteers, and Foster Grandparents work extensively in school settings. The America Reads Challenge calls for 11,000 additional AmeriCorps members each year to recruit and train volunteers, and thousands more Senior Corps volunteers and Learn and Serve students to manage tutoring programs or provide tutoring. The President's budget for the Corporation for National Service proposes $200 million a year over five years for the America Reads Challenge.

5. Aren't there lots of Federal literacy programs already? Why do we need a new Federal program?

Most of the Federal literacy programs previously available to the public have been repealed or are no longer funded. Of the remainder, only five or so are targeted literacy programs. The rest have much broader purposes.

Last fall, officials at the U.S. Department of Education met with individuals from parent groups, businesses, literacy groups, and community organizations and asked them what they thought was needed to help America's children learn to read successfully. The general and overwhelming response focused on two things: 1) the need for trained reading specialists, and 2) the need for organized tutor coordinators to help match tutors with children. The America Reads Challenge builds on this feedback and will provide the resources necessary to implement and carry out successful community reading programs. These community programs are doing a good job, but the are not reaching all of our children who need help. America Reads will help them reach

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more children.

For additional background:

Existing Department of Education programs that have a literacy component (such as Title I of the Elementary and Secondary Education Act of 1965, which helps educationally disadvantaged children to master challenging curriculum and learn to high standards, or Adult Education, Special Education, or Bilingual Education) generally have a much broader purpose or target special populations such as adults or disabled or limited English proficient children.

For example, the Foreign Language Assistance program supports assistance for students in foreign languages. It does not focus on English literacy. Also, the Individuals with Disabilities Education Act supports special education for children with disabilities; it targets a special population and is not really a "literacy" program. Additionally, most federal literacy programs focus on adult education, not on helping young children to read proficiently.

6. How do people get involved in the America Reads Challenge?

Right now, everyone can get involved in the America Reads Challenge.
1) Instill a love of reading in your child. Parents are their child's first teachers and learning begins at home. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading and learning.
2) Call a local school or literacy program and volunteer as a reading tutor. Many community and civic groups already sponsor tutoring programs and always welcome volunteers.
3) Call 1-800-USA-LEARN and ask to get involved in READ*WRITE*NOW, a summer reading component of the America Reads Challenge.
4) Call the college or university nearest you, or your alma mater, to see if it has joined the America Reads Challenge. The best office to begin with may be the Financial Aid Offices.

Teaching Issues

7. Why does the America Reads Challenge focus only on children; what about adult literacy?

The America Reads Challenge legislation targets children pre-K through third grade. However, the U.S. Department of Education's budget also includes funds for adult literacy programs to help adult Americans improve their literacy skills so they can succeed in their roles as workers, citizens, and parents. In addition, States may decide to use America Reads funding in conjunction with current federal or non-federal programs such as: Parents as First Teachers, Family Literacy Programs, and/or Even Start.

8. Does this mean programs such as Title I and Head Start are ineffective?

No. These programs are effective but can't do the whole job by themselves. The purpose

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of the Reading Corps is to further supplement classroom instruction by extending the learning time of students, after school and during summers, with high-quality tutoring so that these programs so they can be more effective.

9. Doesn't this suggest teachers aren't doing their jobs well?

No. These new reading tutors are intended to complement classroom instruction. In schools, it is often difficult for a child to receive the one-on-one instruction that proves to be so vital to an enhanced education. We expect that the volunteers, college work-study students, AmeriCorps members, and other reading tutors would work closely with teachers, schools, parents, and community organizations to ensure that America's children are learning to read well. For example, we expect that the classroom reading teachers would most often refer students who need additional assistance to the reading program.

10. What is a "reading specialist"?

The America Reads Challenge Act defines a "reading specialist" as an individual with advanced training in reading who is licensed or certified to teach reading by the State in which the individual will serve a local reading program.

11. How can reading tutors succeed in cases when teachers have not been able to?

One-on-one instruction is a key component to enhancing reading skills. Study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and high-quality school instruction.

An after-school tutoring program in which low-achieving second and third graders were tutored one hour, twice each week, by university students, retirees, and suburban mothers generated strong improvements in the children's reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain in reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J., (1990, November). Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program. Elementary School Journal, 91, 133-150]

12. What reading instruction methods will be used?

The U.S. Department of Education does not specify any particular reading instruction method. This decision is a local decision which individual programs should make based on the needs of the children in their communities.

Tutoring

13. What evidence is there that tutoring works?

Research has found that tutoring results in improvements in reading comprehension, word

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recognition, student attitudes toward reading, and students' self-confidence as readers. A recent study, for example, of tutoring for 30 first grade children at risk in reading (conducted by Juel) reported that successful tutor-tutee relationships were characterized by: (1) strong reinforcement of progress, (2) a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and (3) explicit demonstration of appropriate reading and writing processes. Additionally, positive results from tutoring have been obtained using volunteers, peers, and cross-age tutors -- as well as with professionals.

14. Will volunteer tutors be screened? How will they be trained?

All staff of tutoring programs, whether paid or volunteer, would be subject to screening requirements as set by the local district, city, or State. The amount of training tutors receive would be determined by the local program and each State would develop its own standards and monitor its local programs to ensure that they are meeting grant requirements in the legislation.

Usually, volunteer tutors with a limited amount of training can effectively help most children. Children with more severe reading difficulties may require tutors with more training or reading specialists. That is why the America Reads Challenge legislation includes funding for reading specialists and other qualified professionals who are trained and knowledgeable about teaching reading to children of all abilities.

15. Who will these one million tutors be? How will they be recruited?

Volunteer tutors would come from all walks of life. They can be parents, teachers, students, or senior citizens, among others. Local reading programs would recruit their tutors from a wide range of community members or partners, including: churches, youth-serving groups, community organizations, libraries, museums, colleges and universities, national service programs, businesses, parent associations, or existing literacy organizations. AmeriCorps members would be particularly helpful aiding recruitment efforts.

16. How will you ensure that volunteer tutors carry out a consistent time commitment?

Local reading programs receiving America Reads funds must provide appropriate and effective training, and must demonstrate effectiveness in helping children read. A key ingredient of effective tutoring is duration and consistency. The America Reads Challenge builds on existing literacy initiatives that stress these elements. Ensuring consistent time commitment from volunteers is one of the greatest challenges all local community partnerships face. This is why teachers, parents, youth-serving groups, and many others expressed a need for program coordinators, as well as reading specialists, to help local reading programs reach more children.

AmeriCorps members would work full-time in local reading programs with schools and other partners to recruit, place and coordinate volunteers, and to ensure that volunteers fulfill their commitment. Volunteers in local reading programs would be recruited and screened partly on the basis of their ability to make a regular tutoring commitment. Programs use different methods for ensuring that volunteers are committed, and that children receive the reliably receive the assistance they need. For example: many volunteer tutors will serve in programs that require a minimum time commitment: federal work-study students work an average of 10 hours per week

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and Foster Grandparents serve 20 hours per week. Other programs choose to partner two volunteer tutors with each child to ensure he or she is always matched with a tutor.

Children with Disabilities

17. What type of training/orientation might be appropriate to help tutors recognize and identify a child who is experiencing difficulty in reading or who may have a learning problem?

Training/orientation would be provided to all tutors. We expect that at all times the tutor would coordinate with the child's primary reading teacher. This would include: (1) an "overview" that addresses certain observable behaviors, characteristics, expectations, capabilities and limitations associated with specific types of disabilities/learning problems; (2) information about specific behavioral characteristics that warrant early intervention services (i.e., What if a child cannot follow simple directions; transposes letters or words; or loses their place reading orally?); and, (3) strategies, methods, and techniques that are appropriate to "correct" the problem, which results in greater self-confidence.

18. What are some of the warning signs that a child has a unique reading/learning problem?

The one-on-one tutoring situation will quickly reveal a child's reading difficulties. A tutor may find that the child does not know the letters of the alphabet or does not have a basic sense of what print looks like and how it works. The child may not understand that printed words are made up of ordered strings of letters or know to read from left to right. The child may not realize that written words are spoken words written down. These deficits can be caused from specific learning problems, or may be due to lack of sufficient exposure to print, conversation, word play, and informal reading that provides the readiness for learning to read.

19. Will additional funds be available for the creation of special materials that may be needed for children with disabilities?

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. §794, prohibits a recipient of federal funds from discriminating against a qualified person with a disability solely by reason of the person's disability. Thus, the America Reads Challenge has an affirmative duty to ensure that recipients of these federal funds ensure that children with disabilities are not treated differently from non-disabled children, or are not excluded from participation in the program because of their need for specialized materials. Strategies for the identification of funding sources for adapted materials, specialized instructional techniques, and other required services must be incorporated into the overall design of the America Reads Challenge Program to guarantee equal access of children with disabilities to participate in this unique opportunity.

Funding

20. What is the Clinton Administration's commitment to the America Reads Challenge and

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how will it be funded?

The Clinton Administration is determined to continue making the investments in education necessary to prepare America for the 21st century. Learning to read is a critical foundation for enabling our children to learn about other important areas, and to eventually become successful members of our society. The President is proposing a significant investment of new funding in the America Reads Challenge Act. The Congress has accepted the Administration's overall education investment plan. Our plan includes proposed legislation for the America Reads Challenge to use $2.75 billion over five years.

In addition to the legislation, the America Reads Challenge initiative will look at strategies for creating more after-school, weekend and summer reading; strengthening parent involvement in our children's early years; and bringing best practices into the classroom. This includes expansion of Head Start and Even Start in the President's balanced budget plan.

Legislation

21. Do I have to wait until the legislation is passed to get involved in the America Reads Challenge?

No. Literacy programs across the country are seeking additional tutors now. For example, tens of thousands of adults will become involved as learning partners in the summer component of the America Reads Challenge called READ*WRITE*NOW, an effort sponsored by the U.S. Department of Education and 50 national reading and literacy organizations. This summer program is designed to help fight the "summer reading drop off" by encouraging children to: read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new word every day.

Local libraries, Title I schools, and youth groups, like the Boys and Girls Clubs of America, will help sponsor sites for this summer component of the America Reads Challenge. In addition, national service programs that engage volunteer tutors are working in hundreds of communities nationwide. This focus will increase as all branches of national service -- AmeriCorps, Learn and Serve America and the Senior Corps -- make childhood literacy a higher priority in their grant process. Call 1-800 USA-LEARN for more information.

Federal Work-Study

22. What is the Federal Work-Study (FWS) program and how does it relate to the America Reads Challenge?

The Federal Work-Study program promotes student access to college while providing practical work experience. The program assists undergraduate and graduate students who are in financial need by financing postsecondary education costs through part-time employment, usually

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in on-campus jobs. Grants are provided to approximately 3,300 institutions to pay up to 75% of the salaries to Federal work-study students working part-time. The remaining 25% of student salaries is provided by the college or other employer.

President Clinton hopes that at least half of the increase in federal work-study funds will be used for community service, and especially for tutoring America's children in reading. The goal is to enlist 100,000 work-study students who will help comprise the Reading Corps. They will work with teachers, families, and community organizations to provide reading assistance.

In addition, the President has provided an incentive for colleges to commit to the America Reads Challenge by waiving the requirement for colleges to match 25% of the funds for federal work-study students who serve as reading tutors.

In the 1996/1997 school year, 3,298 schools participated in the FWS; 713,000 students received FWS awards and the average student award was approximately $1,065.

23. How may schools use their FWS funds?

FWS funds are intended: (1) to promote part-time employment of undergraduate, graduate, and professional students with financial need in order to assist them with tuition to pursue their courses of study; and (2) to encourage students receiving federal student assistance to participate in community service activities that benefit the nation and promote social responsibility. FWS funds can be used for employment on and off campus, including community service activities.

24. Are schools currently required to use 5% of their FWS funds for community service activities?

Yes. Schools are currently required to use at least 5% of their FWS allocation for community service. However, many schools exceed this minimum requirement.

25.The Annual Survey of Freshman by the UCLA Higher Education Research Institute was recently released. The Survey notes that more students are volunteering while in college now than ever before. Why not tap into this resource for additional tutors, rather than using Federal funds for this purpose?

The America Reads Challenge -FWS initiative serves a dual purpose; given the proven effectiveness of individualized tutoring on reading competence, dedicating federal funds to promote this partnership works toward the President's stated goal of enabling all children to read by the end of the third grade. This initiative fills a second need; it provides students with meaningful and useful part-time employment that also serves an important national need. Given the extent of the problem, there is a need for both volunteers and for FWS students.

26. Will this initiative, in effect, serve to discourage volunteerism?

We do not anticipate that the additional FWS funding will discourage student volunteer efforts at all. Allowing work-study students to pursue community service, and especially tutoring

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may give them their only opportunity to participate in such activities. Students frequently tell us that, while they would like to serve their community, they cannot because of limits on their time. Community service jobs solve that problem for them.

Financially needy work-study students will now be able to share the same community service experiences their more affluent peers can afford. It is a win-win situation. The community gains from the services provided to it and the student is able to participate in activities that might otherwise be denied him or her.

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THE AMERICA READS CHALLENGE

Federal Work-Study Packet

(as of May 27, 1997)

The list of *Colleges Committed to the America Reads Challenge* at the back of this packet is updated every two weeks, and is available on the U.S. Department of Education Web site, Secretary's Initiatives, America Reads Challenge at:
www.ed.gov

The Resource Guide: *Expanding Federal Work-Study and Community Service Opportunities* is now available on the Web by linking to **www.ed.gov**
Secretary's Initiatives, America Reads
or by going directly to the site at
www.ed.gov/offices/OPE/pubs/WorkStudy/index.html

The America Reads List Server is available at:
majordomo@etr-associates.org
Then type:
subscribes americareads

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Federal Work-Study and the America Reads Challenge

As part of his "America Reads" Challenge, President Clinton has proposed 100,000 Federal Work-Study (FWS) students to serve as tutors to help all children read well by the end of third grade. To help institutions with this initiative, the Secretary of Education has waived the employer matching requirement for FWS students tutoring pre-school and elementary school children.

President Clinton's "America Reads" Challenge: The President's America Reads Challenge will mobilize an army of reading tutors to address the fact that 40% of children are not reading well enough by the end of third grade. Research shows that if children cannot read well at that point, their chances for later success are significantly diminished. Study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and quality school instruction.

100,000 FWS Students to Tutor Children to Read: The President has taken a major step in fulfilling the America Reads Challenge and promoting his national service agenda by calling upon colleges to voluntarily invest a significant portion of their FWS increase toward tutoring children to read.

- **Reach 1 million FWS Participants:** In FY 1996, FWS funding was $617 million and went to 713,000 students. In FY 1997, FWS received a 35% increase and will reach some 945,000 students - a major step toward the President's State of the Union promise of 1 million students earning their way through college under the FWS program by FY 2000. The 1997 appropriation is the largest annual dollar increase in the history of the FWS Program.

- **Opportunities in Community Service:** This increase opens up significant opportunities for participating institutions to employ more of their students in community service jobs. The Secretary encourages institutions to use at least half of their FY 1997 FWS increase for community service. (Institutions are required to use at least 5% of their total FWS allocation for community service.)

- **America Reads Commitment:** Institutions that wish to participate in the America Reads Challenge are asked to commit a significant number of their new FWS positions for 1997/98 as reading tutors. Institutions that use 50% of their FY 1997 FWS increase for this purpose will be listed on the America Reads Honor Roll. More than 178 colleges and universities already have joined this initiative.

- **Waiver in Matching Requirement for Reading Tutors:** Generally, the federal government provides up to 75% of the FWS wages paid to students, while employers contribute at least a 25 percent match. Effective for the 1997-98 award year, the Secretary has waived the matching requirement for students serving as reading tutors to preschool and elementary school children. The work performed must be for the institution itself, for a public agency, or for a private nonprofit organization. This 100% federal funding of FWS reading tutors facilitates the participation of postsecondary institutions in the America Reads Challenge.

AMERICA READS CHALLENGE
COLLEGE AND UNIVERSITY RESPONSE FORM

College/University_____

Address_____

City_____State_____Zip_____

Name of President _____Phone _____

Primary America Reads Contact:
Name_____Title_____

Address_____

Phone_____Fax_____E-mail_____

Signature_____

WE NEED THE FOLLOWING INFORMATION FOR YOUR COLLEGE/UNIVERSITY:

* What is the projected increase in Federal Work-Study (FWS) students by Academic Year 1997/98 and 1998/99 who will tutor pre-K and elementary age children who need extra help to read well? **(Institutions meeting the goal of 50% of the increase in FWS funds will be listed on the America Reads Honor Roll).** These numbers are not legally binding nor subject to federal audit.

1997/98 _____1998/99_____

* What is the projected increase in other undergraduate and/or graduate students involved as reading tutors (e.g. non paid, community service volunteers) by Academic Year 1997/98 and Academic Year 1998/99?

1997/98 _____ 1998/99_____

* Please describe any efforts beyond recruiting FWS and non-FWS students you are planning to meet the America Reads Challenge?_____

_____

_____

If you have questions, please feel free to contact:

Marsha Adler, San Francisco State University; 415-338-6879; E-mail: mnadler@diana.sfsu.edu
Carol Rasco, U.S. Department of Education, 202-401-8888; E-mail: carol_rasco@ed.gov
Susan Stroud, Corporation for National Service; 202-606-5000x169; E-mail: sstroud@cns.gov

The America Reads List Server: to join, E-mail message to: majordomo@etr-associates.org
Then, when in body type: subscribe americareads

Please return this form to Marsha Adler, Office of the President, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132; Phone 415-338-6879;
Fax: 415-338-6885.

THANK YOU!

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Office of the President
415.338-1381

Dear Colleague:

Thank you for your welcome response to President Clinton's America Reads initiative. I am delighted that you want to join one of the most exciting—and farthest-reaching--educational ventures the nation has seen. We aim to turn the talent and energy of at least 100,000 college and university students in every state to the critical needs of young children engaged in learning our society's gateway skill: reading.

President Clinton and Congress are united in support of this ambitious program. The 35 percent increase in federal college work study funds for this year and additional funding requested by the President for FY 1998, coupled with a waiver of the 25 percent employer match for the funds used for American Reads tutoring, will make a genuine national effort possible. The President is asking that colleges commit at least 50 percent of new college work study funds on their campuses to students engaged in tutoring reading in elementary grades.

Colleges and universities are responding strongly to the challenge. The chancellor and all 23 campus presidents of the California State University have committed at least 50 percent of their new college work study funds to America Reads, which will add up to 200,000 hours of tutoring per year. San Francisco State University will be committing **one hundred percent** of its new college work study funding to the program. Chicago State University is developing a group of community and retiree faculty volunteers to work with 500-plus students who will be tutoring in Chicago public schools over the next several years. The University of Mississippi is reviewing its service learning opportunities to link academic departments, faculty and students with the local community. Faculty from the School of Education already provide training support for reading coaches working with children through the campus AmeriCorps program; this model will help Ole Miss's efforts, and may suggest an approach for your campus.

As these examples, suggest, there will be many models for successful America Reads programs. There are no mandates or prescribed ways for colleges and universities to develop programs. Rather, higher education institutions are developing America Reads plans that fit their communities, their existing academic and service programs, and their

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students. Some institutions will center their America Reads response in their education department; others are using existing student service programs and ties with schools and community organizations; still others are creating entirely new models. We are in the process of gathering successful models that colleges and universities have used in the past or are being developed right now. (I am attaching SFSU's plan as an example.) We will be posting these examples at a website that is now being developed. Meanwhile, you may want to go online to tap into the resources of the America Reads listserv on the World Wide Web: americareads@etr-associates.org.

Other materials are being developed by the U. S. Department of Education and the Corporation for National Service to answer questions and give guidance to your efforts in using college work study funding, connecting this funding with service programs, and setting up your program, training students as tutors, and creating links to schools and community organizations. As these are published, we will make sure you know about them.

Dr. Marsha Adler will be coordinating America Reads information, outreach, and technical assistance for higher education; she can be reached at the following:

Marsha Adler, Director, America Reads Higher Education
Office of the President
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Phone—415-338-6879; FAX—415-338-6885
E-mail—mnadler@diana.sfsu.edu

I also have attached a response form for America Reads so that you can indicate your specific commitment to the challenge. PLEASE FILL OUT THE FORM AND FAX OR MAIL IT TO MARSHA ADLER AS SOON AS POSSIBLE!

Again, thank you for your interest, and—I hope—your commitment to a partnership that may be the most powerful in which we in higher education have ever engaged! If I can be of further help, please contact me.

Sincerely yours,

Robert A. Corrigan
President

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America Reads
San Francisco State University
Program Overview
February 1997

In response to the America Reads initiative, San Francisco State University is creating a model reading tutorial program which will offer community service and service learning opportunities to our students, staff and faculty, and will also draw in members of the greater San Francisco Bay Area community in a shared effort to work with third graders who are not reading at grade level.

The program is being led by the College of Education, working closely with the Office of Student Financial Aid, the Liberal Studies Program, the Community Involvement Center, and other existing university student volunteer and mentoring programs.

The structure of the program will be central to its effectiveness in recruiting and training tutors, fostering a successful relationship between tutor and child, linking smoothly with the schools, and actually increasing levels of reading skill and comprehension. We have developed a structure that fits our university and community.

Committee Membership

Two ongoing committees will build a shared university-community enterprise and will create the step-by-step tutorial program itself.

An advisory committee will include representatives from the university, public schools, teachers' union, business community, community agencies, private organizations and parents who are interested in children's and family literacy. Any tutorial program will be more effective if those working in the project understand what the different groups involved see as desired outcomes.

A working group of faculty and others will develop a document which addresses curriculum, cultural and linguistic issues, delivery systems, and a working timeline.

Program Structure: Students and Schools

Criteria for children to be tutored: The children must be in the bottom quartile in reading as determined by the California Test of Basic Skills (CTBS).

School Site Supervisors/Collaborators: The SFSU College of Education has a well-established collaboration between our teacher preparation programs and our local public

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schools. We have sites where the line between public school teacher and university professor has been erased. It is at these sites that we will place the initial students.

There will be a school site supervisor from the school site faculty at each school. This person will act as a liaison between tutors and classroom teachers and will be the contact person for the University. The site supervisors will participate in an orientation/training program covering expectations and procedures. Site supervisors will then carry out joint training with SFSU trainers at an overview training session for tutors. It is important to realize that tutoring children is not just a matter of sitting with them and reading, speaking or listening, but involves a broader responsibility for the welfare of that child. Therefore, for the tutorial process to succeed, the school site must have a "buy in" to the program.

Tutor Recruitment

Initial recruiting of tutors will concentrate on students who are currently enrolled in the Liberal Studies degree program with an emphasis in a Multiple Subjects Credential (students intending to become elementary school teachers) who are also qualified for work study. Through the Financial Aid Office, these students will be identified and offered the opportunity to use their work study award to serve as America Reads tutors.

A second effort will provide America Reads information and extend an invitation to apply for the program to all remaining work study qualified students. Additional students will be drawn from other programs on campus which include significant numbers of students who might be interested in volunteering for America Reads, such as our Community Involvement Center or Learning Assistance Center tutorial program.

Tutor Placement and Schedules:

The tutors will be placed in schools where the College of Education has established strong relationship. This will allow us to place students directly in classrooms rather than create "pull-out" programs which are considered potentially damaging to children. The tutors will work in cohorts of five per school for three days a week, three hours per day. Each tutor will work with two children for one hour each on a one-on-one basis. For any schools in which the tutors are not able to work directly in the classroom, after-school tutoring will take place for one hour three times per week. A "special friend" program will be encouraged through which tutors eat lunch with their tutees. This will add at least half an hour extra per day.

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Training Structure:

The tutor training program will be developed during the spring 1996 semester. The tutors will receive intensive training in the summer of 1997. The initial plan calls for a summer group of at least 30 tutors with a possible second cohort of 30 if there is sufficient interest. Once the tutors have been trained they will be expected to meet three times in the first semester of tutoring for hour-long sessions that reinforce their training and deal with any questions and needs.

Training Components:

- Provide an understanding of the nature of the reading process
- Provide methods to carry out shared reading experiences
- Provide training in phonemic awareness
- Provide training in how to help a child in oral reading and what to look for as the child reads aloud
- Provide exposure to quality children's multicultural literature and appropriate literature for second language learners. It has been suggested that content area reading for the third grade be emphasized to ease the expected transition in third grade to learning through reading in content areas.

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Colleges Committed to America Reads Challenge

(as of May 27, 1997)

America Reads Steering Committee of College Presidents

San Francisco State University, President Robert Corrigan *(Steering Committee Chair)*
Bank Street College of Education, President Augusta Souza Kappner
California State University System, Chancellor Barry Munitz
Chicago State University, President Delores Cross
Community College of Denver, President Byron McClenney
Georgetown University, President Leo J. O'Donovan, S.J.
Gettysburg College, President Gordon A. Haaland
Miami Dade Community College, District President Eduardo Padron
Morehouse College, President Walter E. Massey
New York University, President L. Jay Oliva
Ohio State University, President E. Gordon Gee
Pennsylvania State University, President Graham Spanier
Portland State University, President Judith A. Ramaley
Southern Illinois University System, President Ted Sanders
University of Maryland, College Park, President William E. Kirwan
University of Mississippi, President Robert C. Khayat
University of Montana, President George M. Dennison
University of North Carolina at Chapel Hill, President Michael Hooker
University of Pennsylvania, President Judith Rodin
University of Texas at El Paso, President Diana S. Natalicio
Vermont State Colleges System, Chancellor Charles Bunting

Additional College Campuses

Allegheny College (PA)
American University (DC)
Anne Arundel Community College (MD)
Arkansas Tech University (AR)
Art Center College of Design (CA)
Augsburg College (MN)
Baker College (MI)
Bates College (ME)
Berea College (KY)
Black Hawk College (IL)
Bowie State University (MD)
California Institute of Technology
California Polytechnic State University (CA)
California State Polytechnic University, Pomona
California State University, Bakersfield
California State University, Chico

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California State University, Dominguez Hills
California State University, Fresno
California State University, Hayward
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Calvin College (MI)
Cape Fear Community College (NC)
Carteret Community College (NC)
Castleton State College (Vermont State Colleges System)
Catawba Valley Community College (NC)
Catholic University of America (DC)
C.W. Post Campus of LIU (NY)
Central Michigan University (MI)
Central Washington University (WA)
Centre College (KY)
City Colleges of Chicago (IL)
City University of New York (NY)
Cleveland Chiropractic College- Kansas City (MO)
Cleveland State University (OH)
Colby College (ME)
College of Alameda (CA)
College of Lake County (IL)
College of West Virginia, The (WV)
Community College of Allegheny County (PA)
Community College of Philadelphia (PA)
Community College of Spokane (WA)
Community College of Vermont (Vermont State Colleges System)
Connecticut College (CT)
Cornell College (IA)
Dalton College (GA)
DeKalb College (GA)
Dickinson College (PA)
Dixie College (UT)
Duke (NC)
Duquesne University (PA)
East Carolina University (NC)
Eastern College (PA)
Eastern Michigan University (MI)
Elgin Community College (IL)
El Paso Community College (TX)

Elon College (NC)
Emporia State University (KS)
Ferris State University (MI)
Flathead Valley Community College (MT)
Florida State University (FL)
Fordham University (NY)
Franklin & Marshall College (PA)
Frostburg State University (MD)
Gallaudet University (DC)
George Washington University (DC)
Georgia State University (GA)
Germanna Community College (VA)
Glendale Community College (CA)
Grand Valley State University (MI)
Grays Harbor College (WA)
Guilford College (NC)
Hartnell College (CA)
Harvard College (MA)
High Point University (NC)
Howard University (DC)
Humboldt State University (CSU)
Illinois State University (IL)
Indiana University Purdue University Indianapolis (IN)
Jackson State University (MS)
Johnson State College (Vermont State Colleges System)
Kalamazoo College (MI)
Lafayette College (PA)
Lake City Community College (FL)
Lane Community College (OR)
Lansing Community College (MI)
Le Tourneau University (TX)
Lee College (TN)
Lee College (TX)
Lyndon State College (Vermont State Colleges System)
Madison Area Technical College (WI)
Marist College (NY)
Marshall University (WV)
Martin Methodist College (TN)
Marymount College (NY)
Marymount Manhattan College (NY)
Metropolitan Community Colleges (MO)
Metropolitan State College of Denver (CO)
Metropolitan State University (MN)
Michigan State University (MI)
Mississippi Gulf Coast Community College (MS)

Montana State University, Bozeman (MT)
Montana State University, Northern (MT)
Montana State University College of Technology—Great Falls (MT)
Montana Tech of the University of Montana (MT)
Moorhead State University (MN)
Mott Community College (MI)
Mount Wachusett Community College (MA)
North Carolina Central University (NC)
North Carolina State University
Northeastern University (MA)
Northampton Community College (PA)
Nova Southeastern University (FL)
Ouachita Baptist University (AR)
Oral Roberts University (OK)
Pace University (NY)
Parkland College (IL)
Penn State University (PA)
Piedmont Virginia Community College (VA)
Pikes Peak Community College (CO)
Portland Community College (OR)
Pueblo Community College (CO)
Queens College (NC)
Rend Lake College (IL)
Richard Stockton College of New Jersey, The (NJ)
Rivier College (NH)
Saginaw Valley State University (MI)
Saint Anselm College (NH)
Salt Lake Community College (UT)
San Diego Mesa College (CA)
San Diego State University (CSU)
Shawnee State University (OH)
Simpson College (CA)
Slippery Rock University (PA)
Solano Community College (GA)
Sonoma State University (CSU)
Southeastern Louisiana University (LA)
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
Springfield College (IL)
St. Joseph's University (PA)
St. John's University (NY)
State University of West Georgia (GA)
SUNY at Old Westbury (NY)
Susquehanna University (PA)
Sussex County Community College (NJ)

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Syracuse University (NY)
Texas Women's University (TX)
Trinidad State Junior College (CO)
Trinity College (DC)
Trinity College of Vermont (VT)
Truman College (IL)
University of Arizona (AZ)
University of Arkansas (AR)
Union University (TN)
United States International University (CA)
University of Alabama in Huntsville (AL)
University of California, Los Angeles (CA)
University of California, Santa Barbara (CA)
University of Detroit-Mercy (MI)
University of Evansville (IN)
University of Illinois at Urbana-Champaign (IL)
University of Miami (FL)
University of Michigan (MI)
University of Nebraska at Kearney (NE)
University of Nebraska at Lincoln (NE)
University of Nebraska at Omaha (NE)
University of Nevada at Las Vegas (NV)
University of North Carolina - Asheville
University of North Carolina - Greensboro
University of North Carolina - Wilmington
University of Northern Colorado (CO)
University of Northern Iowa (IA)
University of Puget Sound (WA)
University of Redlands (CA)
University of San Diego (CA)
University of Tennessee at Chattanooga (TN)
University of Wisconsin-Platteville (WI)
University of Wisconsin-Whitewater (WI)
Vermont Technical College (Vermont State Colleges System)
Wake Forest University (NC)
Washburn University (KS)
Washington State University (WA)
Washtenaw Community College (MI)
Wayne County Community College (MI)
Western Michigan University (MI)
Wheaton College (MA)
Wheelock College (MA)
Wilson College (PA)

Total colleges and universities committed to the America Reads Challenge: 212

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